Library Scope and Sequence (Big6 Frame Work)

Step 2: INFORMATION SEEKING STRATEGIES / CyberCurriculum (Oct.)

**Grade 1**

**Ohio Library Guidelines**

* Know that some books are true and others are make-believe (e.g., nonfiction and fiction). (IL:C:2)
  + Card Game: *Fiction or Nonfiction?*
  + InfoSkill: Determine Fact: Students will compare information sources to determine what is fact. (Build your own information literate school / Carol Koechlin, p. 66)
  + Book: Pairing Fiction and Nonfiction (PROF 372.47 Camp)

* Use library computers, software and multimedia materials with assistance. (TL:A:1)

* Know that information about library resources is stored in the online public access catalog. (TL:A:2)

* List types of information available on the Internet (e.g., school Web site, local information, animals, maps). (TL:B:1)

* Use browser tools and buttons: (TL:B:3)
  1. Forward and back button;
  2. Home button;
  3. Choose a link from the bookmarks or favorites list.

**CommonSense Media**

* A-B-C Searching
  + Learn how to search online by using the alphabet.
  + Understand how to search for a specified letter of the alphabet on a children's directory site.
  + Apply the results of their alphabet search to create a picture dictionary.
* Sites I Like
  + Identify and explore different features of an informational website.
  + Understand that not everyone will rate a website the same way.
  + Evaluate whether they like of dislike features of a site.

**CyberSmart**

* Nuts and Bolts of Searching
  + Find the link for a specified letter of the alphabet on a children's Web site
  + Explain how to search online for animal pictures by using the alphabet
* Evaluating Web Sites
  + Rate features of an informational site
  + Explain that not everyone will rate a site the same way

**Activities / Components**

CommonSense

* [A-B-C Searching](http://www.commonsensemedia.org/sites/default/files/k-5-searching-abcsearching-lessonplan.pdf)

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| 1. Search for pictures online that start with different letters of the alphabet. 2. Select and print out pictures to create their own picture dictionary for the classroom. | 1. [Our Picture Dictionary student handout](http://www.commonsensemedia.org/sites/default/files/k-5-searching-abcsearching-handout.pdf) |

* Extension: Students look for pictures of animals using the alphabet as an organizational device.
* Homework: Students search online with a family member for items that begins with the same letter as their name.
* [Sites I Like](http://www.commonsensemedia.org/sites/default/files/k-5-research-sitesilike-lessonplan.pdf)

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| 1. Evaluate an informational website for children. 2. Compare and contrast the website with another one of their choosing | 1. [Rate My Site student handout](http://www.commonsensemedia.org/sites/default/files/k-5-research-sitesilike-handout.pdf) |

* Extension: Students use website-evaluation criteria to rate a book.
* Homework: Students work with a family member to rate new websites.

CyberSmart

* Nuts and Bolts of Searching

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| [A-B-C Searching](http://cybersmartcurriculum.org/researchinfo/lessons/k-1/abc_searching/) | * + 1. [A-B-C Searching student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/k-1/Abc_Searching.pdf) |

* + Children search for animal pictures online by clicking letters of the alphabet. They then print the pictures and, in an offline activity, color them and arrange a display.
* Evaluating Web Sites

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| [Good Sites](http://cybersmartcurriculum.org/researchinfo/lessons/k-1/good_sites/) | * + 1. [Good Sites student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/k-1/Good_Sites.pdf) |

* + Children explore and evaluate a children's Web site, concluding that people's opinions about the quality and usefulness of a site will vary.
* [The Library](http://cybersmartcurriculum.org/researchinfo/lessons/k-1/the_library/)
  + Identify several activities offered at the library
  + Explain that the librarian can help find information in the library

**Additional Resources**

Enchanted Learning

* [Little Explorer's Picture Dictionary](http://members.enchantedlearning.com/Dictionary.html)

*See also* PLPDublineDallas10 - 1st Grade Lessons and Resources

<http://plpohiodallas10.wikispaces.com/1st+Grade+Lessons+and+Resources>

**Some of the information on the internet is not accurate.** The internet is a collections of facts and ideas posted by people. Children need to develop an awareness that just because it is on the internet, doesn't mean it is true. Users of the internet have to think about the ideas and make some judgments for themselves. Read the story Chicken Little or watch the United Streaming [video](http://player.discoveryeducation.com/index.cfm?guidAssetId=F113659A-5935-4FD4-9A78-90758157DA7A&blnFromSearch=1&productcode=US) ( 11 min.). In the story, Chicken Little makes a mistake and passes along information that is not true. The other characters believe what Chicken Little has told them without thinking for themselves or checking the information. This leads to serious consequences. Discuss how we need to use what we already know, or research further, to help us decide if information is accurate. We also need to be sure that anything we post ourselves is accurate.

<http://plpohiodallas10.wikispaces.com/1st+Grade+Lessons+and+Resources>

* Story: Chicken Little / by Rebecca and Ed Emberley (J398.2 Emb)
* Suggested Classroom Activity:

True or False

* I ask myself if the information makes sense based on what I already know.
* Everything I read on the internet accurate.
* I should ask my parents or my teacher for help if I think something is not right.
* I can post whatever I want whether it is right or not

Grade 2

Ohio Library Guidelines

* Know that library media materials are provided in several formats (e.g., print, nonprint, audio, video, multimedia). (IN:B:1)

* Know the difference between easy books, chapter or fiction books and nonfiction books. (IL:C:3)

* Distinguish between fact and fiction (e.g., discuss and compare fact-based documents about a topic with stories about the same topic). (IL:E:2)
  + Activity: *Fiction or Non-Fiction* card game
  + Activity: *Library Sparks*, February 2004, p. 33-35
  + *Pairing Fiction and Nonfiction* / by Deane Camp (Scholastic, 2006; PROF 372.47 Camp)

* Logon to library network/computer system with assistance (e.g., know username and password). (TL:A:1)

* Demonstrate the use of browser elements including the toolbar, buttons, favorites or bookmarks, and tell their function. (TL:B:1)

* Access the school web page and the school library web site. (TL:B:2)

**CommonSense Media**

* Using Keywords
  + Understand the function of keywords and keyword searches.
  + Learn a step-by-step procedure for selecting suitable keywords.
  + Apply their chosen keywords to find the information they are looking for on the Internet.

**CyberSmart**

* Search Engines and Directories
  + Compare describing routes to locations in both the real world and in cyberspace
  + Use an online children's directory to select subject categories that lead to a specified topic
  + Recognize that directories may provide alternate routes to reach a Web site
* Nuts and Bolts of Searching
  + Describe the function of keywords and keyword searches
  + Follow a step-by-step procedure for selecting suitable keywords
* Evaluating Web Sites
  + Use a set of criteria to evaluate and compare informational sites
  + Conclude that people's opinions about sites will vary

**Activities / Components**

CommonSense

* [Using Keywords](http://www.commonsensemedia.org/sites/default/files/k-5-searching-usingkeywords-lessonplan.pdf)

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| 1. Select Keywords to produce the best search results. 2. Compare results to determine the best methods of keyword searching. | 1. [Choose Your Keywords student handout](http://www.commonsensemedia.org/sites/default/files/k-5-searching-usingkeywords-handout.pdf) |

* Extension: Students compare the many types of search results they get when they search new keywords.
* Homework: Students post questions about animals and work with a family member to identify keywords that would help answer their questions.

CyberSmart

* Search Engines and Directories

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| [Subject Category Searching](http://cybersmartcurriculum.org/researchinfo/lessons/2-3/subject_category_searching/) | * + 1. [Subject Category Searching student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Subject_Category_Searching.pdf) |

* + Selecting subject categories is one of two main search tools used on the Internet. Students learn how to best select subject categories in a directory and explore the concept of narrowing their search.
* Nuts and Bolts of Searching

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| [Using Keywords](http://cybersmartcurriculum.org/researchinfo/lessons/2-3/using_keywords/) | * + 1. [Using Keywords student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Using_Keywords.pdf) |

* + Keyword searching is an effective way to locate information on the World Wide Web. Students learn how to select keywords to produce the best search results.
* Evaluating web Sites

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| [Finding Good Sites](http://cybersmartcurriculum.org/researchinfo/lessons/2-3/finding_good_sites/) | * + 1. [Finding Good Sites student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Finding_Good_Sites.pdf) |

* + Students explore, evaluate, and compare children's informational Web sites, and conclude that people's opinions about the quality and usefulness of sites will vary.

* [Ask a Librarian](http://cybersmartcurriculum.org/researchinfo/lessons/2-3/ask_a_librarian/)
  + Identify resources available for research at the library
  + Recognize that the librarian can help find information
  + Construct appropriate questions to ask a librarian

Grade 3

Ohio Library Guidelines

* Describe various formats of library media center materials (e.g., print, nonprint, audio, video). (IL:A:4)

* Know the difference between easy books, chapter books, fiction books and nonfiction books. (IL:B:3)

* Locate resources using a title, subject and/or author search in the library catalog. (IL:B:4)

* Use the author, title and subject search features of the OPAC to locate school library materials. (TL:A:1)

* Understand that each item in the OPAC has a bibliographic record which contains information about that item (e.g., age, summary, location, availability). (TL:A:2)

* Label Internet browser elements and explain their function (e.g., toolbar and buttons, favorites/bookmarks, history). (TL:B:1)

* Type a simple search term in a teacher- or librarian-selected search engine to find general information (e.g., weather). (TL:B:2)

* Review the home page of a teacher- or librarian-selected web site. (TL:B:3)

* Read the list of results retrieved from a simple search performed in a search engine and select one of the search results to review the information retrieved. (TL:B:4)

* Access the school Web page and the school library web site. (TL:B:5)

* Use appropriate access code (username, password) to gain access to online resources (e.g., district network resources, subscription - fee-based databases, and resources that can be accessed remotely - outside the school and/or from home). (TL:C:3)

* Use age-appropriate Internet resources and fee-based (subscription resources) delivered by the Internet. (TL:C:4)

* Identify primary source information, (first-hand information about a person, place or event), and secondary source information, second-hand information

interpreted by another person about a person, place, thing or event (e.g., primary sources such as diaries, letters, objects and photographs; and secondary

sources such as textbooks, biographies). (IL:D:3)

* Stover, Lynn Farrell. "Library Lessons: Discover Primary & Secondary Sources" (A Lewis & Clark Lesson). *Library Sparks*, November, 2004, p. 15-21.

**CommonSense Media**

* Using Keywords
  + Understand the function of keywords and keyword searches.
  + Learn a step-by-step procedure for selecting suitable keywords.
  + Apply their chosen keywords to find the information they are looking for on the Internet.

**CyberSmart**

* Search Engines and Directories
  + Compare describing routes to locations in both the real world and in cyberspace
  + Use an online children's directory to select subject categories that lead to a specified topic
  + Recognize that directories may provide alternate routes to reach a Web site
* Nuts and Bolts of Searching
  + Describe the function of keywords and keyword searches
  + Follow a step-by-step procedure for selecting suitable keywords
* Evaluating Web Sites
  + Use a set of criteria to evaluate and compare informational sites
  + Conclude that people's opinions about sites will vary

**Activities / Components**

CommonSense

* [Using Keywords](http://www.commonsensemedia.org/sites/default/files/k-5-searching-usingkeywords-lessonplan.pdf)

|  |  |
| --- | --- |
| 1. Select Keywords to produce the best search results. 2. Compare results to determine the best methods of keyword searching. | 1. [Choose Your Keywords student handout](http://www.commonsensemedia.org/sites/default/files/k-5-searching-usingkeywords-handout.pdf) |

* Extension: Students compare the many types of search results they get when they search new keywords.
* Homework: Students post questions about animals and work with a family member to identify keywords that would help answer their questions.

CyberSmart

* Search Engines and Directories

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| [Subject Category Searching](http://cybersmartcurriculum.org/researchinfo/lessons/2-3/subject_category_searching/) | * + 1. [Subject Category Searching student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Subject_Category_Searching.pdf) |

* + Selecting subject categories is one of two main search tools used on the Internet. Students learn how to best select subject categories in a directory and explore the concept of narrowing their search.
* Nuts and Bolts of Searching

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| [Using Keywords](http://cybersmartcurriculum.org/researchinfo/lessons/2-3/using_keywords/) | * + 1. [Using Keywords student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Using_Keywords.pdf) |

* + Keyword searching is an effective way to locate information on the World Wide Web. Students learn how to select keywords to produce the best search results.
* Evaluating web Sites

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| [Finding Good Sites](http://cybersmartcurriculum.org/researchinfo/lessons/2-3/finding_good_sites/) | * + 1. [Finding Good Sites student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Finding_Good_Sites.pdf) |

* + Students explore, evaluate, and compare children's informational Web sites, and conclude that people's opinions about the quality and usefulness of sites will vary.

* [Ask a Librarian](http://cybersmartcurriculum.org/researchinfo/lessons/2-3/ask_a_librarian/)
  + Identify resources available for research at the library
  + Recognize that the librarian can help find information
  + Construct appropriate questions to ask a librarian

Grade 4

Ohio Library Guidelines

* Describe information needs to the library media specialist or library staff member and ask for assistance, as needed. (IL:A:2)

* Identify materials and equipment housed in various sections of the library media center and describe their purpose. (IL:A:3)

* Access library media center materials based on format (e.g., print, nonprint, audio, video). (IL:A:4)

* Use a variety of library material formats to answer questions. (IL:A:5)

* Understand that reference books are nonfiction books that may be used to find answers (e.g., dictionary, encyclopedia, almanac, [almanac]). (IL:B:4)
  + *Name That Source*

* Locate resources using a title, subject and/or author search in the library catalog. (IL:B:5)

* Collect information (organized data and facts) and data (raw facts and figures) and identify answers to questions (e.g., locate data in a newspaper article, identify information on a sign.) (IL:D:1)

* Identify ways information can be presented (e.g., text, visual information on a map, information displayed in pictures or as graphics). (IL:D:3)

* Brainstorm possible keywords or resources. (IL:E:2)

* Develop a strategy that uses appropriate and available web resources. (IL:E:3)

* Explore a variety of resources such as school, public or community resources. (IL:E:4)

* Search OPAC by author, title, subject and keyword. (TL:A:1)

* Read the OPAC bibliographic record and identify components (e.g., age, summary, location, availability). (TL:A:2)

* Choose a search engine or directory specifically designed for students to locate information on the Internet. (TL:B:1)

* Type a simple search term in the search engine or directory to find facts and answer questions. (TL:A:3)

* Read the list of results from the search engine or directory to locate potential web sites relevant to the search topic. (TL:B:3)

* Choose a Web site and examine the information for facts by identifying information on the Web site: (TL:B:4)
  1. Author;
  2. Title;
  3. Date Produced;
  4. Special features (images, puzzles, activities);
  5. Available products, services or resources.

* Use library computers and software (e.g., use menus to select and open programs, control volume, follow printing directions). (TL:C:1)

* Understand that technology-based resources may be delivered in a variety of ways (e.g., stand-alone software, network software, Internet resources). (TL:C:2)

* Demonstrate use of online fee-based (subscription or pay-per-use) electronic resources (e.g., state and/or district approved resources such as magazine databases, encyclopedias, dictionaries). (TL:C:3)

**CommonSense**

Research and Information Literacy

* Choosing a Search Site
  + Compare and contrast features of children's search sites.
  + Understand that they can choose the best sites for each of their searches.
  + Explain why it is best to utilize multiple sites and print resources when doing research.

Research and Evaluation

* Rating Websites
  + Evaluate the quality of informational websites.
  + Rate informational websites by applying various criteria.
  + Compare their results and learn that all sires are not of equal quality.

**CyberSmart**

* Search Engines and Directories
  + Identify some children's search sites
  + Compare and contrast features of specific search sites
  + Explain why it is best to utilize two or more sites when searching for information
* Evaluating Websites
  + Interpret criteria for evaluating informational sites
  + Apply criteria to evaluate informational sites
  + Infer that all sites are not of equal quality

**Activities / Components**

**CommonSense Media**

* [Choosing a Search Site](http://www.commonsensemedia.org/sites/default/files/research-info/K-5-Searching-ChoosingSearchSite-LessonPlan.pdf)

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| 1. Identify and record features of different search sites. 2. Compare and contrast results of different sites. 3. Select keywords in a search question, conduct the search, and write a list of features good search sites have. | 1. [Check Out Search Sites student handout](http://www.commonsensemedia.org/sites/default/files/research-info/K-5-Searching-ChoosingSearchSite-CheckOutSearchSites-Handout.pdf) 2. [Search Site Features student handout](http://www.commonsensemedia.org/sites/default/files/research-info/K-5-Searching-ChoosingSearchSite-SearchSiteFeatures-Handout.pdf) |

* Extension: Find information on a scavenger hunt by selecting the most appropriate search sites from a list of sites, and then recording the answers.
* Homework: Use the Check Out Search Sites student handout to explore a search site with a family member.
* [Rating Websites](http://www.commonsensemedia.org/sites/default/files/research-info/K-5-Evaluation-RatingWebsites-LessonPlan.pdf)

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| * + 1. Discuss criteria students currently use to evaluate websites.     2. Rate the quality and usefulness of an informational sire as a class, then work in small groups to rate a second site.     3. Share which evaluation criteria are most important and how they can use this criteria in future research. | * + 1. [Score Your Site student handout](http://www.commonsensemedia.org/sites/default/files/research-info/K-5-Evaluation-RatingWebsites-ScoreYourSite-Handout.pdf) |

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| Extension: Research an historical event and use the Score Your Site student handout to find one reliable and one unreliable source of information on the topic. | * + 1. [Score Your Site student handout](http://www.commonsensemedia.org/sites/default/files/research-info/K-5-Evaluation-RatingWebsites-ScoreYourSite-Handout.pdf) |

* + Homework: Choose a product or appliance at home and search online with a family member to find ratings and reviews, deciding which sites are the most trustworthy.

**CyberSmart**

* Search Engines & Directories

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| [Choosing a Search Site](http://cybersmartcurriculum.org/researchinfo/lessons/4-5/choosing_a_search_site/) | [Choosing a Search Site student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Choosing_A_Search_Site.pdf) |

* + Through online observations, students record and compare the features of four children's search sites. They then construct a lift-the-flap poster that will guide them in selecting appropriate search sites.
* Evaluating Web Sites

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| [Rating Web Sites](http://cybersmartcurriculum.org/researchinfo/lessons/4-5/rating_web_sites/) | [Rating Web Sites student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Rating_Web_Sites.pdf) |

Students discuss and apply criteria for rating informational Web sites, compare their results, and infer that all Web sites are not equally good sources of research information.

* [What's a the Library?](http://cybersmartcurriculum.org/researchinfo/lessons/4-5/whats_at_the_library/)
  + Discuss advantages of doing research at the library
  + Evaluate the importance of various library resources

**Additional Resources**

**BrainPOP**

[**Online Sources**](http://www.brainpop.com/english/writing/onlinesources/preview.weml)

Want to research something on the Web? In this BrainPOP movie, Tim and Moby join the digital revolution by introducing you to online sources. Learn how the Internet can be a one-stop destination for all of your research needs. Discover some of the different types of websites that can help you in your search for information. And learn how to evaluate the trustworthiness of an online source in six easy steps! Save your back--you don’t need to haul a stack of encyclopedias around anymore. It’s online or bust!

<http://www.brainpop.com/english/writing/onlinesources/preview.weml>

**Lesson Plan: Is Everything Real On the Internet?:**

<http://www.brainpop.com/educators/lp-iseverythingrealontheinternet/>

* **Internet Search**

Use the power of the Internet! In this BrainPOP movie, Tim and Moby will help you get the most out of your Internet connection as they give you some guidelines to start your research on the World Wide Web. First you’ll learn how to choose a search engine, and what to do what you’ve found one you like. Then you’ll see how to search for a particular phrase, how to make your search very specific, and how to exclude certain words from your search. Surf’s up!

<http://www.brainpop.com/english/studyandreadingskills/internetsearch/preview.weml>

Website Evaluation Checklist (Bellevue Public Schools)

<http://www1.bellevuepublicschools.org/curriculum/k6web/websiteevallesson/websiteevalchecklist.pdf>

Grade 5

Ohio Library Guidelines

* Describe information needs to the library media specialist or library staff member and develop strategies to fill the need. (IL:A:2)

* Select library media materials based on format and need (e.g., print, nonprint, audio, video). (IL:A:3)

* Access the public library online when needed. (IL:A:8)

* Know that reference materials is available in a variety of formats (e.g., print, electronic, online). (IL:B:3)

* Search the library catalog by title, author and keyword to locate library materials and needed information. (IL:B:4)

* Develop a systematic plan for organizing information using a basic organizing concept (e.g., subject, chronology, date). (IL:D:1)

* Apply primary and secondary sources to investigate a person, place, thing or event, and identify each source as primary or secondary. (IL:D:5)

* Locate information in references sources, including: (IL:D:6)
  1. Subject-specific dictionaries and encyclopedias (e.g., animals, authors, presidents, science, space);
  2. Atlas/Globe;
  3. Almanac;
  4. Thesaurus.

Games:

* *Answer This…*
* *Research Hound*
* *Name That Source*
* *Internet Mysteries*
* *Winter Holidays Around the World*

* Brainstorm possible keywords and resources. (IL:E:2)

* Develop a search strategy that uses appropriate and available resources including narrowing or broadening the search topic/question. (IL:E:3)

* Employ "use and function" of the various text elements and organization structures used to construct and support a central idea of print and nonprint media documents and presentations (e.g., font characteristics, paragraph alignment, figurative language.) (ML:B:1)

* Explore a variety of resources such as school, public or community resources. (IL:E:4)

* Select and item of interest by reading the summary located in the bibliographic record. (TL:A:2)

* Describe the various components of the bibliographic record. (TL:A:3)

* Place materials on hold through the OPAC. (TL:A:4)

* Access the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home). (TL:A:5)

* Explain the elements and meaning of a web site URL (e.g., name of the site, domain and extensions for certain pages). (TL:B:1)

* Type a teacher- or librarian-selected URL into the address line of a Web browser to access a search engine and a Web directory. (TL:B:2)

* Perform a search in an age-appropriate search engine or a Web directory by typing in one or more search terms. (TL:B:3)

* Read a list of results from the search and select potentially relevant Web sites. (TL:B:4)

* Identify information on the Web site (e.g., URL extensions, author, title, date produced, special features (images, puzzles, activities), products, services, resources). (TL:B:5)

* Examine the information retrieved from the web site for the author's expertise, the accuracy of the information presented and the bias. (TL:B:6)

* Identify and describe the purpose of various technology-based school library resources (e.g., computer network, multimedia resources). (TL:C:1)

* Understand that technology-based resources may be organized by format or topic (E.g., database of magazine articles, electronic photos, digital video). (TL:C:2)

* Examine the coverage of information in magazine databases, online biography sources and subject guide sources. (TL:C:3)

* Use a username and password to access school library and electronic resource databases remotely from classroom or home. (TL:C:4)

**CommonSense**

Research and Evaluation

* Right Sites
  + Explore the differences between quality and appeal as they evaluate children's informational websites.
  + Evaluate information websites and compare their findings.
  + Understand that they need to consider both the quality and appeal of a site when choosing which informational websites are right for them.

**CyberSmart**

* Search Engines and Directories
  + Identify some children's search sites
  + Compare and contrast features of specific search sites
  + Explain why it is best to utilize two or more sites when searching for information

**Activities / Components**

**CommonSense Media**

* [Right Sites](http://www.commonsensemedia.org/sites/default/files/research-info/K-5-Evaluation-RightSites-LessonPlan.pdf)

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| 1. Visit two different websites about extreme animals and rate the sites according to their quality and appeal. 2. Compare ratings with others to understand that perspectives about quality, and especially appeal, might differ. | 1. [Which Sites Are Right For You? Student handout](http://www.commonsensemedia.org/sites/default/files/research-info/K-5-Evaluation-RightSites-WhichSitesAreRight-Handout.pdf) |

* Extension: Students rate their favorite informational sites, trade with a classmate, rate their classmate's site, and compare results.
* Homework: Explore an informational website with a family member using Which Sites Are Right For You? Student handout.

**CyberSmart**

* Search Engines & Directories

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| [Choosing a Search Site](http://cybersmartcurriculum.org/researchinfo/lessons/4-5/choosing_a_search_site/) | [Choosing a Search Site student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Choosing_A_Search_Site.pdf) |

Through online observations, students record and compare the features of four children's search sites. They then construct a lift-the-flap poster that will guide them in selecting appropriate search sites.

* [What's a the Library?](http://cybersmartcurriculum.org/researchinfo/lessons/4-5/whats_at_the_library/)
  + Discuss advantages of doing research at the library
  + Evaluate the importance of various library resources

**Additional Resources**

**BrainPOP**

[**Online Sources**](http://www.brainpop.com/english/writing/onlinesources/preview.weml)

Want to research something on the Web? In this BrainPOP movie, Tim and Moby join the digital revolution by introducing you to online sources. Learn how the Internet can be a one-stop destination for all of your research needs. Discover some of the different types of websites that can help you in your search for information. And learn how to evaluate the trustworthiness of an online source in six easy steps! Save your back--you don’t need to haul a stack of encyclopedias around anymore. It’s online or bust!

<http://www.brainpop.com/english/writing/onlinesources/preview.weml>

**Lesson Plan: Is Everything Real On the Internet?:**

<http://www.brainpop.com/educators/lp-iseverythingrealontheinternet/>

* **Internet Search**

Use the power of the Internet! In this BrainPOP movie, Tim and Moby will help you get the most out of your Internet connection as they give you some guidelines to start your research on the World Wide Web. First you’ll learn how to choose a search engine, and what to do what you’ve found one you like. Then you’ll see how to search for a particular phrase, how to make your search very specific, and how to exclude certain words from your search. Surf’s up!

<http://www.brainpop.com/english/studyandreadingskills/internetsearch/preview.weml>

Website Evaluation Checklist (Bellevue Public Schools)

<http://www1.bellevuepublicschools.org/curriculum/k6web/websiteevallesson/websiteevalchecklist.pdf>

Grade 6

Ohio Library Guidelines

* + Brainstorm potential resources and identify possible keywords to use as search terms. (IL:E:2)

* + Narrow or broaden search topic/question according to how many resources are located. (IL:E:3)

* + Seek information from a variety of viewpoints. (IL:E:4)

* + Select library media materials based on information need. (IL:B:1)

* + Use a variety of library material formats as part of the research process (e.g., print, nonprint, electronic, video, audio). (IL:B:2)

* + Understand the function of the library reference collection. (IL:B:5)

* + Check copyright and publication dates to determine currency of information. (IL:D:3)

* + Investigate the authority of an online information source to determine the author's qualification to be an expert about a topic (e.g., famous scientist versus a sixth-grader's Web site; well-known organization versus personal Web site.) (IL:D:4)

* + Explore a variety of resources such as school, public or community resources. (IL:E:6)

* + Use the author, title, subjects and keyword search features of the OPAC to locate school library materials. (TL:A:1)

* + Understand the difference between the subject and keyword search in the OPAC. (TL:A:2)

* + Access the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or home). (TL:A:4)

* + Explain the function of a Web browser (e.g., what is the difference between the browser software and a page on the Internet?). (TL:B:1)

* + Incorporate place searching when searching for information using assigned directories and search engines. (TL:B:2)

* + Use phrase searching in appropriate search engines to improve results. (TL:B:3)

* + Evaluate Web information for (TL:B:4)
    1. Author's expertise;
    2. Accuracy of information presented;
    3. Parameters of coverage;
    4. Currency of information.

* + Explain the difference between a subscription (fee-based database) and the free Internet. (TL:B:5)

* + Compare the range of information available from multiple information databases (e.g., examine the purpose and scope of each database and how it would be used for a particular assignment). (TL:B:6)

* + Demonstrate search techniques for subscription (fee-based) databases (e.g., author, title, subject). (TL:C:1)

Use online library catalog to choose and locate a variety of resources on a topic. (TL:C:2)

**CommonSense Media**

Research and Information Literacy

* + Crawling the Web
    - Understand the differences between search engines, directories, and meta-search engines.
    - Assess when it is beneficial to use one search site genre over another.

Research and Evaluation

* + Identifying High-Quality Sites
    - Understand that not all sites are trustworthy sources of information.
    - Learn how to assess the quality of websites.

**CyberSmart**

* + Search Engines and Directories
    - Compare search engines, directories, and meta-search engines
    - Describe the features of one or more specific search sites
    - Explain why smart searching includes trying more than one search site
  + Evaluating Web Sites
    - Explain how the ease of publishing on the World Wide Web may affect the usefulness of some sites' content
    - Interpret the criteria on a site evaluation checklist
    - Apply the checklist to a site, evaluating its usefulness

**Activities / Components**

**CommonSense**

* + [Crawling the Web](http://www.commonsensemedia.org/sites/default/files/research-info/Searching-CrawlingWeb-LessonPlan.pdf)

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| --- | --- |
| * + Learn how search engines, directories, and meta-search engines function.   + Test out differences between search engines, directories, and meta-search engines online | * + [Three-Way Search student handout](http://www.commonsensemedia.org/sites/default/files/research-info/Searching-CrawlingWeb-ThreeWaySearch-Handout.pdf)   + [Compare Your Hits student handout](http://www.commonsensemedia.org/sites/default/files/research-info/Searching-CrawlingWeb-CompareHits-Handout.pdf) |

* + Extension: Step into the shoes of a directory editor and examine search results.
  + Homework: Draw a three-part diagram that show how search engines work.
  + [Identifying High-Quality Sites](http://www.commonsensemedia.org/sites/default/files/research-info/Evaluation-HighQualitySites-LessonPlan.pdf)

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| * + - 1. Evaluate the quality of sites using the Website Test | * + - 1. [Test Before You Trust student handout](http://www.commonsensemedia.org/sites/default/files/research-info/Evaluation-HighQualitySites-TestBeforeTrust-Handout.pdf) (student)       2. [Test Before You Trust](http://www.commonsensemedia.org/sites/default/files/research-info/Evaluation-HighQualitySites-TestBeforeTrust-HandoutTeacher.pdf) (teacher) |

* + - Extension: Find quality sites for a Moth Homework Help Project
    - Homework: Write a short research paper; compare and contrast the quality of Web sources used.

**CyberSmart**

* + Search Engines and Directories

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| --- | --- |
| * + [Investigating Search Engines and Directories](http://cybersmartcurriculum.org/researchinfo/lessons/6-8/investigating_search_engines_and_directories/) | * + [Investigating Search Engines and Directories student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/6-8/Investigating_Search_Engines_And_Directories.pdf) |

* + Students learn how search engines, directories, and meta-search engines work and compare and contrast their features.

* + Evaluating Websites

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| --- | --- |
| * + [Identifying High-Quality Sites](http://cybersmartcurriculum.org/researchinfo/lessons/6-8/identifying_high_quality_sites/) | * + [Identifying High-Quality Sites student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/6-8/Identifying_High_Quality_Sites.pdf) (project)   + [Site Evaluation Form student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/6-8/Identifying_High_Quality_Sites.pdf) |

* + Students learn that, because anyone can publish on the Web, they must carefully evaluate the sites they use for research. They review evaluation criteria and use a checklist to "grade" informational sites.

* + [Online @ the Library](http://cybersmartcurriculum.org/researchinfo/lessons/6-8/online_at_the_library/)
    - Identify four possible advantages of using the Internet at a library
    - Investigate the specific Internet opportunities, and related restrictions, at their own library